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| Autumn 1  (based on 7 week term) | Autumn 2  (based on 7 week term) | Spring 1  (based on 6 week term) | Spring 2  (based on 6 week term) | Summer 1  (based on 6 week term) | Summer 2  (based on 6 week term) |
| Week 1  Baseline Assessment  Assess Phase 1 skills and alphabet/sound knowledge  Week 2 – 7  Level 2 (run Level 1 alongside as needed)  Teach new graphemes about 4 per week.  Working on common constants and vowels. Blending for reading and segmenting for spelling CVC words. Working on: knowing that words are constructed from phonemes and phonemes are represented by graphemes.  Week 2 – s a t p  Week 3 – i n m d  Week 4 – g o c k  Week 5 – ck, e u r  Week 6 – h b f l ll ss ff  Week 7 – Revision | Week 1  Assess elements of Level 2  Week 2-3  Revisit elements of Level 2 as needed.  Week 4 – 7  Level 3  Working on: reading and spelling CVC word using a wider range of letters, short vowels, some consonant diagraphs and double letters  Week 4 – j v w x  Week 5 – y z qu zz ch  Week 6 – sh th th ng  Week 7 – ai ee igh oa | Level 3 (continued)  Week 1 – 6  Teach new graphemes about 4 per week. Working on: Reading and spelling a wide range of cvc words using all letters and less frequent constant diagraphs and some long vowel phonemes.  Week 1 – oo oo ar or  Week 2 – ur ow oi ear  Week 3 – ear air ure er  Week 4 – Recap sounds from j - oa  Week 5 Recap remaining sounds  Week 6 – Trigraphs & Consonant diagraphs | Assess and revisit elements of Level 3 as needed  Week 1 – Letter Sounds & Vowel Diagraphs  Week 2 Revision  Week 3 – 6 –Focus on closing gaps and individual sounds children are struggling with. | Week 1 & 2  Revisit elements of Phase 3 as needed – particularly less familiar diagraphs, trigraphs, reading and spelling 2 syllable words.  Week 3-6  Phase 4  No new graphemes. Working on: Segmenting adjacent consonants in words and apply in spelling, Working on: blending adjacent consonants in words and applying this skill when reading unfamiliar texts.  Week 3 – CVCC words  Week 4 – CCVC words  Week 5 & 6 – adjacent consonants. | Week 1  Assess and Revisit elements of phase 3/4 and if ready move onto phase 5 |
| Application into guided reading and writing.  Continuous provision application opportunities with a focus on supporting children’s blending and segmenting skills. | Application into guided reading and writing.  Continuous provision application opportunities with a focus on supporting children’s blending and segmenting skills. | Application into guided reading and writing.  Continuous provision application opportunities with a focus on supporting children’s blending and segmenting skills. | Application into guided reading and writing.  Continuous provision application opportunities with a focus on supporting children’s blending and segmenting skills. | Application into guided reading and writing.  Continuous provision application opportunities with a focus on supporting children’s blending and segmenting skills. | Application into guided reading and writing.  Continuous provision application opportunities with a focus on supporting children’s blending and segmenting skills. |

Trajectory for Phonics Teaching in Reception